

Buist Academy

103 Calhoun Street
Charleston, SC 29401

Grades K-8 Middle School

Enrollment 405 Students

Principal Sallie L. Ballard 843-724-1150

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

3

Good

3

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Good	Yes

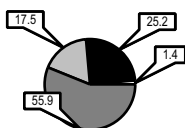
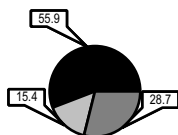
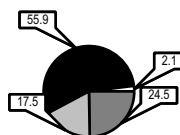
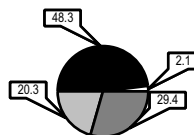
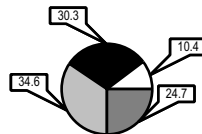
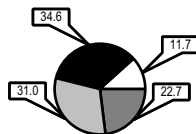
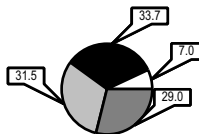
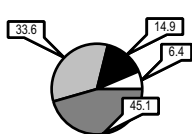
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	99.0
English 1	N/A	96.7
Biology 1/Applied Biology 2	N/A	81.4
Physical Science	N/A	82.4
All Subjects	100.0	97.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	282	100.0	0.7	11.4	59.6	28.2	90.7	Yes	Yes
Gender									
Male	130	100.0	0.8	11.6	66.7	20.9	89.9	N/A	N/A
Female	152	100.0	0.7	11.3	53.6	34.4	91.4	N/A	N/A
Racial/Ethnic Group									
White	172	100.0	0.0	5.3	63.2	31.6	95.3	Yes	Yes
African American	74	100.0	1.4	28.4	58.1	12.2	77.0	Yes	Yes
Asian/Pacific Islander	27	100.0	3.8	7.7	46.2	42.3	96.2	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	271	100.0	0.7	11.5	59.5	28.3	90.7	N/A	N/A
Disabled	11	100.0	0.0	9.1	63.6	27.3	90.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	0.7	11.4	59.6	28.2	90.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	282	100.0	0.7	11.4	59.6	28.2	90.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	0.0	22.6	64.5	12.9	80.6	I/S	I/S
Full-pay meals	251	100.0	0.8	10.0	59.0	30.1	92.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	282	100.0	0.4	15.4	26.8	57.5	93.2	Yes	Yes
Gender									
Male	130	100.0	0.0	14.0	27.1	58.9	96.1	N/A	N/A
Female	152	100.0	0.7	16.6	26.5	56.3	90.7	N/A	N/A
Racial/Ethnic Group									
White	172	100.0	0.0	9.9	23.4	66.7	96.5	Yes	Yes
African American	74	100.0	1.4	32.4	31.1	35.1	82.4	Yes	Yes
Asian/Pacific Islander	27	100.0	0.0	7.7	23.1	69.2	100.0	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	271	100.0	0.4	15.6	26.4	57.6	92.9	N/A	N/A
Disabled	11	100.0	0.0	9.1	36.4	54.5	100.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	0.4	15.4	26.8	57.5	93.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	282	100.0	0.4	15.4	26.8	57.5	93.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	3.2	22.6	38.7	35.5	90.3	I/S	I/S
Full-pay meals	251	100.0	0.0	14.5	25.3	60.2	93.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	282	100.0	2.1	18.6	21.4	57.9	79.3
Gender							
Male	130	100.0	0.8	14.0	25.6	59.7	85.3
Female	152	100.0	3.3	22.5	17.9	56.3	74.2
Racial/Ethnic Group							
White	172	100.0	1.2	11.7	20.5	66.7	87.1
African American	74	100.0	5.4	36.5	27.0	31.1	58.1
Asian/Pacific Islander	27	100.0	0.0	7.7	15.4	76.9	92.3
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	271	100.0	2.2	19.0	21.6	57.2	78.8
Disabled	11	100.0	0.0	9.1	18.2	72.7	90.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	2.1	18.6	21.4	57.9	79.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	282	100.0	2.1	18.6	21.4	57.9	79.3
Socio-Economic Status							
Subsidized meals	31	100.0	3.2	35.5	25.8	35.5	61.3
Full-pay meals	251	100.0	2.0	16.5	20.9	60.6	81.5

Social Studies							
All Students	282	100.0	1.1	14.6	28.2	56.1	84.3
Gender							
Male	130	100.0	2.3	9.3	29.5	58.9	88.4
Female	152	100.0	0.0	19.2	27.2	53.6	80.8
Racial/Ethnic Group							
White	172	100.0	1.2	6.4	27.5	64.9	92.4
African American	74	100.0	1.4	33.8	32.4	32.4	64.9
Asian/Pacific Islander	27	100.0	0.0	11.5	19.2	69.2	88.5
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	271	100.0	1.1	15.2	28.3	55.4	83.6
Disabled	11	100.0	0.0	0.0	27.3	72.7	100.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	1.1	14.6	28.2	56.1	84.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	282	100.0	1.1	14.6	28.2	56.1	84.3
Socio-Economic Status							
Subsidized meals	31	100.0	0.0	25.8	35.5	38.7	74.2
Full-pay meals	251	100.0	1.2	13.3	27.3	58.2	85.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	40	100.0	0.0	7.7	48.7	43.6	92.3
	4	49	100.0	0.0	8.2	73.5	18.4	91.8
	5	49	100.0	0.0	12.2	67.3	20.4	87.8
	6	50	100.0	0.0	22.9	60.4	16.7	77.1
	7	49	98.0	0.0	12.8	57.4	29.8	87.2
	8	49	100.0	0.0	12.2	55.1	32.7	87.8
2006	3	40	100.0	0.0	2.5	50.0	47.5	97.5
	4	50	100.0	0.0	2.0	72.0	26.0	98.0
	5	48	100.0	0.0	10.6	66.0	23.4	89.4
	6	47	100.0	2.1	14.9	40.4	42.6	83.0
	7	49	100.0	0.0	27.1	58.3	14.6	72.9
	8	48	100.0	2.1	10.4	68.8	18.8	87.5
Mathematics								
2005	3	40	100.0	0.0	20.5	41.0	38.5	79.5
	4	49	100.0	0.0	10.2	30.6	59.2	89.8
	5	49	100.0	2.0	20.4	20.4	57.1	77.6
	6	50	100.0	0.0	4.2	37.5	58.3	95.8
	7	49	100.0	2.1	4.2	22.9	70.8	93.8
	8	49	100.0	0.0	20.4	46.9	32.7	79.6
2006	3	40	100.0	2.5	20.0	40.0	37.5	77.5
	4	50	100.0	0.0	16.0	16.0	68.0	84.0
	5	48	100.0	0.0	10.6	21.3	68.1	89.4
	6	47	100.0	0.0	10.6	21.3	68.1	89.4
	7	49	100.0	0.0	16.7	33.3	50.0	83.3
	8	48	100.0	0.0	18.8	31.3	50.0	81.3
Science								
2005	3	40	100.0	2.6	28.2	43.6	25.6	69.2
	4	49	100.0	0.0	12.2	16.3	71.4	87.8
	5	49	100.0	6.1	20.4	22.4	51.0	73.5
	6	50	100.0	6.3	25.0	14.6	54.2	68.8
	7	49	100.0	0.0	10.4	22.9	66.7	89.6
	8	49	100.0	0.0	12.2	26.5	61.2	87.8
2006	3	40	100.0	2.5	32.5	30.0	35.0	65.0
	4	50	100.0	2.0	14.0	14.0	70.0	84.0
	5	48	100.0	2.1	14.9	12.8	70.2	83.0
	6	47	100.0	4.3	19.1	23.4	53.2	76.6
	7	49	100.0	0.0	16.7	25.0	58.3	83.3
	8	48	100.0	2.1	16.7	25.0	56.3	81.3
Social Studies								
2005	3	40	100.0	2.6	15.4	28.2	53.8	82.1
	4	49	100.0	0.0	2.0	16.3	81.6	98.0
	5	49	100.0	0.0	14.3	14.3	71.4	85.7
	6	50	100.0	6.3	14.6	25.0	54.2	79.2
	7	49	100.0	0.0	16.7	22.9	60.4	83.3
	8	49	100.0	0.0	18.4	34.7	46.9	81.6
2006	3	40	100.0	0.0	10.0	45.0	45.0	90.0
	4	50	100.0	0.0	4.0	18.0	78.0	96.0
	5	48	100.0	0.0	12.8	21.3	66.0	87.2
	6	47	100.0	6.4	17.0	31.9	44.7	76.6
	7	49	100.0	0.0	27.1	18.8	54.2	72.9
	8	48	100.0	0.0	16.7	37.5	45.8	83.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 405)				
Students enrolled in high school credit courses (grades 7 & 8)	49.0%	Down from 50.0%	49.6%	16.7%
Retention rate	0.3%	No change	0.5%	2.5%
Attendance rate	97.8%	Up from 97.1%	97.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	1.0%
Eligible for gifted and talented	75.7%	Up from 74.6%	40.6%	15.6%
On academic plans	4.1%	N/AV	7.9%	39.9%
On academic probation	0.0%	N/AV	0.3%	0.7%
With disabilities other than speech	1.7%	Down from 2.5%	2.4%	12.4%
Older than usual for grade	0.0%	No change	0.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	77.4%	No change	56.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.4%	N/A	3.2%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	3.6%	5.6%
Teachers returning from previous year	92.0%	Up from 91.0%	86.8%	84.6%
Teacher attendance rate	92.7%	Down from 95.5%	94.0%	94.8%
Average teacher salary	\$47,288	No change	\$42,830	\$42,267
Prof. development days/teacher	12.0 days	Up from 9.2 days	11.6 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.4 to 1	25.7 to 1	21.1 to 1
Prime instructional time	87.8%	Down from 91.0%	89.3%	89.0%
Dollars spent per pupil*	\$7,086	Up 9.6%	\$6,092	\$6,243
Percent of expenditures for teacher salaries*	55.6%	Down from 68.6%	55.6%	59.8%
Percent of expenditures for instruction*	70.3%		70.0%	65.2%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	99.7%	Down from 99.9%	99.0%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Buist Academy's twentieth year began on exactly the same day as it did in 1985: September 22nd. The anniversary was celebrated with a ribbon cutting by the Mayor and students to symbolize our continuing quest for excellence.

In August the school was informed that Part A of our Primary Years Program (PYP) application for the International Baccalaureate Program had been accepted. An IB consultant, Mrs. Linda Smith, was assigned to us to help refine our Program of Inquiry. Mrs. Smith visited with us in November, March, and June. She worked with teams of teachers both on grade level and across grade levels to ensure smooth transitions. Our thirty-six Units of Inquiry for Kindergarten through fifth grade are currently posted in the hallway for parents and visitors to review. Part B of our application was submitted on May 25, 2006. The final decision, based on the authorization visit in the fall, will be made by the International Baccalaureate Organization during the bi-annual meeting in Geneva, Switzerland, in the winter of 2007. Development of the Middle Years Program for grades six through eight began in earnest in the fall.

Buist received the Palmetto Gold Award for continuing progress in meeting the state standards set for 2010. The school was also recognized by the South Carolina Oversight Committee for helping to close the achievement gap of historically underachieving students. For AYP, we met thirteen out of our thirteen performance objectives. Thirty-one of our forty-nine eighth-grade students qualified as South Carolina Junior Scholars based on their PSAT scores. Six seventh-grade students were recognized by the Duke TIP (Talent Identification Program) as state winners, and one student received national recognition. In the National French Exam, ten of the seventh-grade students ranked in the top ten at the national level. Twelve eighth-grade students placed in the top ten positions. In the National Spanish Exam, nine seventh-grade students placed in the top ten in the state. Seven eighth graders placed in the top ten in the state.

Philanthropic endeavors included BETA Club members organizing a school-wide drive to provide hundreds of individual packets of school supplies and letters of encouragement to the students displaced by Hurricane Katrina. They also directed our third annual mega food drive to benefit Crisis Ministries. Sixth graders sold Popsicles for PACT, and the monies earned were sent to India to provide supplies for a small rural school. Our younger students initiated a project resulting in over two thousand children's books being sent to needy schools in Jamaica. First-grade students raised over eight hundred dollars to provide insulation for a new home built by Habitat for Humanity.

Parents supported our school through participation in Parent Teacher Association, the Buist Foundation, and the School Improvement Council. PTA had a successful fall fundraiser, which provided additional supplies for each classroom. The Foundation held their first evening auction. Monies raised went to improve the facility. SIC worked diligently on our diversity campaign. The Council also worked on finding additional parking for the faculty and initiated a study to solve air quality problems in the building.

Sallie L. Ballard, Principal
Bryan W. Blalock, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	48	69
Percent satisfied with learning environment	68.2%	81.3%	89.7%
Percent satisfied with social and physical environment	86.4%	80.4%	88.2%
Percent satisfied with school-home relations	100.0%	91.7%	83.8%

*Only students at the highest middle school grade level at this school and their parents were included.